

**Project WET
Connections to KY
Core Content 4.1**

The Incredible Journey p. 161

Elementary

Practical Living

PL-EP-2.1.1

Students will apply fundamental motor skills:

Locomotor:

- Walking
- Running
- Skipping
- Hopping
- Galloping
- Sliding
- Leaping
- Jumping

Nonlocomotor:

- Turning
- Twisting
- Bending
- Stretching
- Swinging
- Swaying
- Balancing

Fundamental manipulative skills:

- Hitting
- Kicking
- Throwing
- Catching
- Striking
- Dribbling

PL-04-2.1.1

Students will apply fundamental motor skills:

Locomotor:

- Walking
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- Jumping

Nonlocomotor:

- Turning
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- Stretching
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- Swaying
- Balancing

Fundamental manipulative skills:

- Hitting
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- Catching
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- Dribbling

PL-05-2.1.1

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Fundamental manipulative skills:

- Hitting
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Science

SC-EP-1.1.1

Students will classify material objects by their properties providing evidence to support their classifications.

Objects are made of one or more materials such as paper, wood and metal. Objects can be described by the properties of the materials from which they are made. Those properties and measurements of the objects can be used to separate or classify objects or materials.

DOK 3

SC-EP-1.1.3

Students will describe the properties of water as it occurs as a solid, liquid or gas.

Matter (water) can exist in different states--solid, liquid and gas. Properties of those states of matter can be used to describe and classify them.

DOK 2

SC-EP-2.3.1

Students will describe earth materials (solid rocks, soils, water and gases of the atmosphere) using their properties.

Earth materials include solid rocks and soils, water and the gases of the atmosphere. Minerals that make up rocks have properties of color, luster and hardness. Soils have properties of color, texture, the capacity to retain water and the ability to support plant growth. Water on Earth and in the atmosphere can be a solid, liquid or gas.

DOK 2

SC-05-2.3.1

Students will:

- describe the circulation of water (evaporation and condensation) from the surface of the Earth, through the crust, oceans and atmosphere (water cycle);
- explain how matter is conserved in this cycle.

Water, which covers the majority of the Earth's surface, circulates through the crust, oceans and atmosphere in what is known as the water cycle. This cycle maintains the world's supply of fresh water. Students should have experiences

that contribute to the understanding of evaporation, condensation and the conservation of matter.

DOK 2

SC-05-2.3.2

Students will explain interactions of water with Earth materials and results of those interactions (e.g., dissolving minerals, moving minerals and gases).

Water dissolves minerals and gases and may carry them to the oceans.

DOK 3

Writing

WR-EP-3.5.1

In Reflective Writing,

- Students will adhere to standard guidelines for grammar and usage.
- Students will use language concisely.

Students will incorporate language to address the content, purpose and audience.

WR-04-3.5.1

In Reflective Writing,

- Students will adhere to standard guidelines for grammar and usage.
- Students will apply language concisely.

Students will incorporate language appropriate to the content, purpose and audience.

WR-05-3.5.1

In Reflective Writing,

- Students will adhere to standard guidelines for grammar and usage
- Students will apply language concisely.
- Students will incorporate language appropriate to the content, purpose and audience.

WR-E-3.6.0

Correctness: Students will communicate clearly by

- Applying correct spelling
- Applying correct punctuation
- Applying correct capitalization
- Incorporating acceptable departure from standard correctness to enhance meaning when appropriate
- Incorporating appropriate documentation of ideas and information from outside sources (e.g., citing authors or titles within the text, listing sources)

DOK 2

WR-E-4.7.0

Focusing

- Connecting to content knowledge
- Connecting with prior learning and experience
- Initiating an authentic reason to write
- Thinking about a subject, an experience, a question, an issue or a problem to determine a meaningful reason to write

WR-E-4.8.0

Prewriting

- Selecting/narrowing a topic
- Establishing a purpose and central/controlling idea or focus
- Identifying and analyzing the audience
- Determining the most appropriate form to meet the needs of purpose and audience
- Generating ideas (e.g., reading, journaling, mapping, webbing, note-taking, interviewing, researching, other writing-to-learn activities)
- Organizing ideas – examining other models of good writing and appropriate text structures to match purpose and organize information

WR-E-4.9.0

Drafting

- Writing draft(s) for an intended audience
- Developing topic, elaborating, exploring sentence variety and language use
- Organizing writing

WR-E-4.10.0

Revising

(Content/Ideas)

- Reflecting to determine where to add, delete, rearrange, define/redefine or elaborate content
- Conferencing with teacher or peer(s) to help determine where to add, delete, rearrange, define/redefine or elaborate content
- Checking for accuracy of content
- Considering voice, tone, style, intended audience, coherence, transitions
- Comparing with rubric criteria and anchor papers/models
- Considering effectiveness of language usage and sentences to communicate ideas

Middle School

Writing

WR-M-2.3.0

Organization: Students will create unity and coherence to accomplish the focused purpose by

- Engaging the audience
- Establishing a context for reading when appropriate

- Communicating ideas and support in a meaningful order
- Applying transitions and transitional elements to guide the reader through the piece
- Developing effective closure

WR-06-2.3.1

In Reflective Writing,

- Students will engage the interest of the reader.
- Students will communicate ideas and details in meaningful order.
- Students will apply a variety of transitions or transitional elements between ideas and details to guide the reader.
- Students will apply paragraphing effectively.

Students will create conclusions effectively.

WR-07-2.3.1

In Reflective Writing,

- Students will engage the interest of the reader.
- Students will communicate ideas and details in meaningful order.
- Students will apply a variety of transitions or transitional elements between ideas and details to guide the reader.
- Students will apply paragraphing effectively.

Students will create conclusions effectively.

WR-08-2.3.1

In Reflective Writing,

- Students will engage the interest of the reader.
- Students will communicate ideas and details in meaningful order.
- Students will apply a variety of transitions or transitional elements between ideas and details to guide the reader.
- Students will apply paragraphing effectively.

Students will create conclusions effectively.

WR-M-2.4.0

Sentence Structure: Students will create effective sentences by

- Applying a variety of structures and lengths
- Developing complete and correct sentences unless using unconventional structures for an intentional effect when appropriate

WR-06-2.4.1

In Reflective Writing,

- Students will develop sentences of various structures and lengths throughout the piece.

Students will develop complete sentences or apply unconventional structures when appropriate.

WR-07-2.4.1

In Reflective Writing,

- Students will develop sentences of various structures and lengths throughout the piece.

Students will develop complete sentences or apply unconventional structures when appropriate.

WR-08-2.4.1

In Reflective Writing,

- Students will develop sentences of various structures and lengths throughout the piece.

Students will develop complete sentences or apply unconventional structures when appropriate.

WR-M-3.5.0

Language: Students will exemplify effective language choices by

- Applying correct grammar and usage
- Applying concise use of language
- Incorporating strong verbs, precise nouns, concrete details and sensory details
- Applying language appropriate to the content, purpose and audience

WR-06-3.5.1

In Reflective Writing,

- Students will adhere to standard guidelines for grammar and usage or apply nonstandard for effect.
- Students will apply language concisely.

Students will incorporate language appropriate to the content, purpose and audience.

WR-07-3.5.1

In Reflective Writing,

- Students will adhere to standard guidelines for grammar and usage or apply nonstandard for effect.
- Students will apply language concisely.

Students will incorporate language appropriate to the content, purpose and audience.

WR-08-3.5.1

In Reflective Writing,

- Students will adhere to standard guidelines for grammar and usage or apply nonstandard for effect.
- Students will apply language concisely.
- Students will incorporate language appropriate to the content, purpose and audience.

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Correctness: Students will communicate clearly by

- Applying correct spelling
- Applying correct punctuation
- Applying correct capitalization
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- Incorporating appropriate documentation of ideas and information from outside sources (e.g., citing authors or titles within the text, listing sources)

DOK 2

WR-M-4.7.0

Focusing

- Connecting to content knowledge
- Connecting with prior learning and experience
- Initiating an authentic reason to write
- Thinking about a subject, an experience, a question, an issue or a problem to determine a meaningful reason to write

WR-M-4.8.0

Prewriting

- Selecting/narrowing topic
- Establishing a purpose and central/controlling idea or focus
- Identifying and analyzing the audience
- Determining the most appropriate form to meet the needs of purpose and audience
- Generating ideas (e.g., reading, journaling, mapping, webbing, note taking, interviewing, researching, writing-to-learn activities)
- Organizing ideas – examining other models of good writing and appropriate text structures to match purpose and organize information

WR-M-4.9.0

Drafting

- Writing draft(s) for an intended audience
- Developing topic, elaborating ideas, exploring sentence variety and language use
- Organizing writing

WR-M-4.10.0

Revising

(Content/Ideas)

- Reflecting to determine where to add, delete rearrange, define/redefine, or elaborate content
- Conferencing with teacher or peer(s) to help determine where to add, delete, rearrange, define/redefine or elaborate content

- Checking for accuracy of content
- Considering voice, tone, style, intended audience, coherence, transitions
- Comparing with rubric criteria and anchor papers/models
- Considering effectiveness of language usage and sentences to communicate ideas

WR-M-4.11.0

Editing

(Conventions and Mechanics)

- Checking for correctness with self, teacher or peer(s)
 - 1.1.1. Language usage
 - 1.1.2. Sentence structure
 - 1.1.3. Spelling
 - 1.1.4. Capitalization
 - 1.1.5. Punctuation
 - 1.1.6. Documentation of sources
- Using resources to support editing (e.g., spell check, dictionaries, thesauri, handbooks)

WR-06-4.11.13- Students will apply knowledge of subject/verb agreement with both singular and plural subjects.

WR-06-4.11.14- Students will apply knowledge of present, past and future verb tenses.

WR-06-4.11.15- Students will apply knowledge of comparative and superlative forms of adjectives and adverbs.

WR-06-4.11.16

Students will apply knowledge of special problems in usage (e.g., a/an, to/two/too, their/ there/ they're), pronoun references and double negatives.

WR-06-4.11.17

Students will apply knowledge of idiomatic expressions.

Language Usage

WR-07-4.11.13- Students will apply knowledge of subject/verb agreement with both singular and plural subjects.

WR-07-4.11.14

Students will apply knowledge of present, past and future verb tenses.

WR-07-4.11.15- Students will apply knowledge of comparative and superlative forms of adjectives and adverbs.

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WR-07-4.11.17

Students will apply knowledge of idiomatic expressions.

WR-08-4.11.13- Students will apply knowledge of subject/verb agreement with both singular and plural subjects.

DOK 1

WR-08-4.11.14- Students will apply knowledge of present, past and future verb tenses.

DOK 1

WR-08-4.11.15- Students will apply knowledge of comparative and superlative forms of adjectives and adverbs.

DOK 1

WR-08-4.11.16- Students will apply knowledge of special problems in usage (e.g., a/an, to/two/too, their/ there/ they're), pronoun references and double negative.

DOK 1

WR-08-4.11.17

Students will apply knowledge of idiomatic expressions.

DOK 1

WR-06-4.11.18

Students will correct run-on and awkward sentences.

WR-06-4.11.19

Students will correct sentence fragments.

WR-06-4.11.20

Students will combine short choppy sentences effectively.

WR-06-4.11.21

Students will combine simple sentences by using subordination and coordination.

WR-06-4.11.22

Students will correct sentences with misplaced/and or dangling modifiers.

WR-07-4.11.18

Students will correct run-on and awkward sentences.

WR-07-4.11.19

Students will correct sentence fragments.

WR-07-4.11.20

Students will combine short choppy sentences effectively.

WR-07-4.11.21

Students will combine simple sentences by using subordination and coordination.

WR-07-4.11.22

Students will correct sentences with misplaced/and or dangling modifiers.

WR-08-4.11.18

Students will correct run-on and awkward sentences.

DOK 1

WR-08-4.11.19

Students will correct sentence fragments.

DOK 1

WR-08-4.11.20

Students will combine short choppy sentences effectively.

DOK 2

WR-08-4.11.21

Students will combine simple sentences by using subordination and coordination.

DOK 2

WR-08-4.11.22

Students will correct sentences with misplaced/and or dangling modifiers.

DOK 2

WR-06-4.11.23

Students will apply knowledge of spelling patterns, generalizations and rules to commonly used words.

WR-06-4.11.24

Students will apply knowledge of spelling patterns, generalizations and rules to plural forms of words.

WR-06-4.11.25

Students will apply knowledge of spelling patterns, generalizations and rules to contractions.

WR-06-4.11.26

Students will apply knowledge of spelling patterns, generalizations and rules to change verb endings.

Spelling

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Students will apply knowledge of spelling patterns, generalizations and rules to commonly used words.

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WR-08-4.11.24

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DOK 1

WR-08-4.11.25

Students will apply knowledge of spelling patterns, generalizations and rules to contractions.

DOK 1

WR-08-4.11.26

Students will apply knowledge of spelling patterns, generalizations and rules to change verb endings.

DOK 1

WR-06-4.11.27

Students will capitalize proper nouns (e.g., names, days, months).

WR-06-4.11.28

Students will capitalize the beginning of sentences.

WR-06-4.11.29

Students will capitalize the pronoun "I".

WR-06-4.11.30

Students will capitalize proper adjectives.

WR-06-4.11.31

Students will capitalize first word in a quote when appropriate.

WR-06-4.11.32

Students will capitalize the first word and every succeeding main word in a title.

Capitalization

WR-07-4.11.27

Students will capitalize proper nouns (e.g., names, days, months).

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DOK 1

WR-06-4.11.33

Students will correctly punctuate declarative, exclamatory, interrogative and imperative sentences.

WR-06-4.11.34

Students will use commas in a series, a date, a compound sentence and the greeting and closing of a letter.

WR-06-4.11.35

Students will correctly apply the rules of punctuation for commas in appositives, direct address, and introductory phrases and clauses.

WR-06-4.11.36

Students will correctly apply the rules of punctuation for apostrophes in possessives and contractions.

WR-06-4.11.37

Students will correctly apply the rules of punctuation for periods in abbreviations and acronyms.

WR-06-4.11.38

Students will correctly apply the rules of punctuation for semi-colons in items in a series and in correcting combined sentences.

WR-06-4.11.39

Students will correctly apply the rules of punctuation for colons in introducing a list and the business letter greeting.

WR-06-4.11.40

Students will correctly apply the rules of punctuation for quotation marks in dialogue, titles and direct/indirect quotes.

WR-07-4.11.33

Students will correctly punctuate declarative, exclamatory, interrogative and imperative sentences.

WR-07-4.11.34

Students will use commas in a series, a date, a compound sentence and the greeting and closing of a letter.

WR-07-4.11.35

Students will correctly apply the rules of punctuation for commas in appositives, direct address, and introductory phrases and clauses.

WR-07-4.11.36

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DOK 1

Extension:

Science

SC-04-4.7.2

Students will:

- describe human interactions in the environment where they live;
- classify the interactions as beneficial or harmful to the environment using data/evidence to support conclusions.

All organisms, including humans, cause changes in the environment where they live. Some of these changes are detrimental to the organism or to other organisms; other changes are beneficial (e.g., dams benefit some aquatic organisms but are detrimental to others). By evaluating the consequences of change using cause and effect relationships, solutions to real life situations/dilemmas can be proposed.

DOK 3

SC-08-4.7.2

Students will:

- explain the interactions of the components of the Earth system (e.g., solid Earth, oceans, atmosphere, living organisms);
- propose solutions to detrimental interactions.

Interactions among the solid Earth, the oceans, the atmosphere and living things have resulted in the ongoing development of a changing Earth system.

DOK 3